

The following charts provide examples of high-frequency words, specialized terminology, and embellishments from three different classrooms.

**Third Grade Unit: *Life Under the Sea***

<b>High Frequency Words</b>	<b>Specialized Terminology</b>	<b>Embellishments</b>
Examine	Plankton	Fluid
Select	Coral	Turbulent
Discuss	Reef	Intricate
Identify	Bay	Placid

**Seventh Grade Unit: *World War II***

<b>High Frequency Words</b>	<b>Specialized Terminology</b>	<b>Embellishments</b>
Infer	Fascism	Formidable
Interpret	Truce	Contentious
Posit	Platoon	Preventable
Analyze	Totalitarian	Strategic

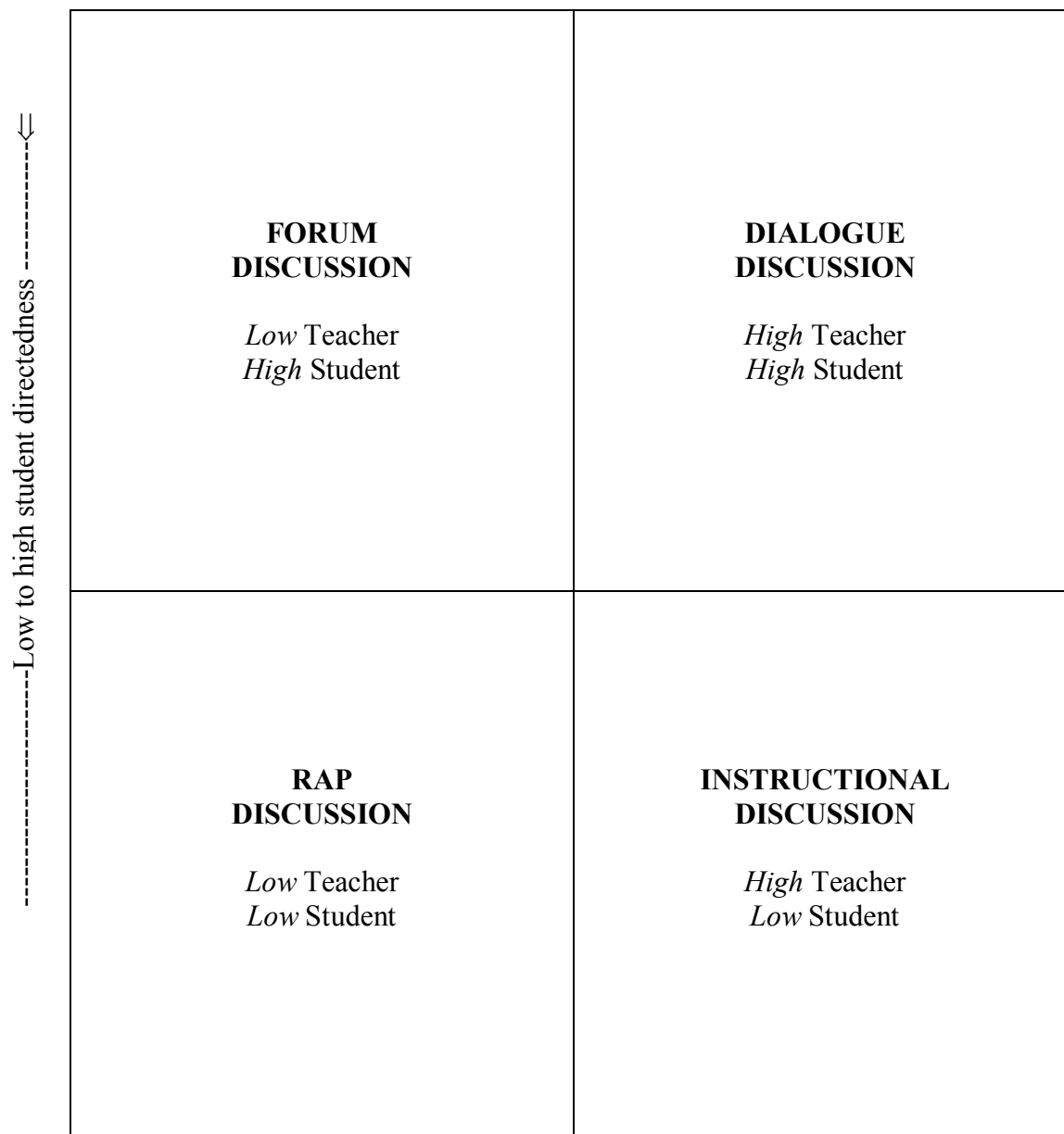
**Eleventh Grade Unit: *Hamlet***

<b>High Frequency Words</b>	<b>Specialized Terminology</b>	<b>Embellishments</b>
Extrapolate	Archetype	Quixotic
Dissuade	Monologue	Subversive
Refute	Prologue	Charismatic
Concede	Irony	Querulous

## Tuning the Speaking/Listening Instrument: Target Questions for Learners

- **Volume:** *How can I turn up or turn down the volume to assist in my communication?*
- **Tonal range:** *When does a high or low pitch and inflection assist in communication? What is my range as a speaker? Can I increase my tonal range?*
- **Articulation:** *How can I articulate my words so that others can follow precisely what I am trying to express?*
- **Pace:** *How does the pace of my speech affect my listeners or audience? How can I use pace to present my ideas more effectively?*
- **Eye contact:** *How can I have natural eye contact with people when I speak?*
- **Body movement:** *How can I use my body to support my communication in a way that feels natural to me?*
- **Presence:** *What is presence?*

## DISCUSSION TYPES MODEL



-----Low to high teacher directedness-----

## Sample Speaking Assessment Types

confessional  
debates  
dialogues  
disc jockey at a radio station  
discussion groups  
docent guide work  
facilitation and teaching  
feedback phrasing  
forums  
interviews  
joke telling  
lectures  
making voice messages  
oral defenses  
paraphrasing  
phone calls  
poetry slams  
political spin  
presenting research findings  
press conference  
question posing  
radio ads  
round tables  
satire via fake news report  
sharing folklore  
speeches to persuade  
speeches to dissuade  
stand-up routine at a comedy club  
therapy session  
town meetings  
work-related situations

Table 1. Map of Unit on Native American Culture			
Teacher: Helen Krasnow		Subject: Grade 6 Social Studies	Month: November–December
Unit: Native American Cultures			
ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
<ul style="list-style-type: none"><li>• How is culture affected by the environment?</li><li>• How does a group's culture affect the environment?</li><li>• Why are Native American legends important?</li></ul>	<ul style="list-style-type: none"><li>• CONCEPT: <i>Culture is a system of belief shared by a group.</i></li><li>• Native American Case Studies: Relationship of Three Tribes to Specific Environments</li><li>• ANASAZI—PEOPLE OF THE DESERT</li><li>• MAKAH—PEOPLE OF THE COAST</li><li>• MISSISSIPPIANS—PEOPLE OF THE RIVER</li><li>• TERMS: mesa, potlatch, artifact, culture, native, legend, ceremony, ritual</li></ul>	<ul style="list-style-type: none"><li>• Identify the differences and similarities among the Anasazi, the Makah, and the Mississippians.</li><li>• <i>Explain how the people in the different tribes express themselves through the arts and religious and spiritual practices.</i></li><li>• Describe the time period during which each culture flourished.</li><li>• Identify Native American tribal locations on a geographical map of the United States.</li><li>• Create symbols to represent the cultures of the 4 different Native American tribes in this unit.</li><li>• TRANSLATE directions on all assignments—high frequency words from list.</li><li>• EMPLOY all terms actively in writing and in speech.</li><li>• EDIT for complete sentences on all formal work.</li><li>• REVISE writing using more descriptive and vivid adjectives.</li></ul>	<ul style="list-style-type: none"><li>• Class discussions <b>in pairs with report out notes</b></li><li>• Chart of Native American traditions</li><li>• Written response to focus questions</li><li>• Written assignment on a Native American legend</li><li>• Native American project on specific aspect of lifestyle</li><li>• Native American book report comparing two points of view</li><li>• <b>Accurate directions</b></li><li>• <b>Correct and frequent use of terms in written work and orally</b></li><li>• <b>Revisions marked in written work with inserted adjectives</b></li></ul>

Barton, Mary Lee. *Addressing the literacy Crisis: Teaching Reading in the Content Areas*. NASSP Bulletin 81:23, 1997.

Benjamin, Amy. **Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers**. Eye on Education. 2005. Larchmont, NY.

Benjamin, Amy. **Writing in the Content Areas**. Eye on Education, 2005. Larchmont, NY.

Benjamin, Amy. **Differentiated Instruction Using Technology: A Guide For Middle And High School Teachers**. Eye on Education, 2005. Larchmont, NY.

Benjamin, Amy. **Differentiated Instruction: A Guide for Elementary School Teachers**. Eye on Education, 2003. Larchmont, NY.

Benjamin, Amy. [English Teacher's Guide to Performance Tasks & Rubrics: Middle School](#). Eye on Education, 2000. Larchmont, NY.

Benjamin, Amy. **English Teacher's Guide to Performance Tasks & Rubrics: High School**. Eye on Education, 2000. Larchmont, NY.

Billmeyer, Rachel. **Strategic Reading in the Content Areas**. Rachel and Associates. 2004. Omaha, NE.

Billmeyer, Rachel. **Strategies to Engage the Mind of the Learner**. Rachel and Associates. 2003. Omaha, NE.

Billmeyer, Rachel. **Capturing ALL of the Reader Through the Reading Assessment System**. Rachel and Associates. 2001. Omaha, NE.

Billmeyer, Rachel. **Teaching Reading in the Content Areas: If Not Me, Then Who?** McRel Publishing, 1996. Aurora, CO.

Calkins, Lucy. **The Art of Teaching Writing**. Toronto: Irwin Publishing, 1994.

Strickland, Dorothy. **Language Arts: Learning and Teaching**. Wadsworth Publishingm 2003. Belmont, CA.